



Division of Innovation and Effectiveness Office of School Transformation

Challenge to Achieve Plan

Identification Status:	State Priority School	
Year of cohort or identification:	2015-2016	
Date of submission:	June 30, 2015	
Is this a revision?	No	
School:	Estill High School	
District:	Hampton County School District 2	
Responsible Party	Print Name	Signature
Principal:	Mr. Kamar Lee	
Title I Coordinator or District Liaison:	Mrs. Devonna Youmans	
Superintendent:	Mr. Martin L. Wright	

School/District Information

School name:	Estill High School
School telephone number:	(803) 625-5100
School mailing address:	1450 Columbia Highway
School website URL:	http://hampton2hs.ss3.sharpschool.com/
Year current building was built:	1984
School district:	Hampton County School District 2
Principal:	Mr. Kamar Lee
Number of years principal at school:	1
Number of principals in previous five years:	3
Superintendent:	Mr. Martin L. Wright
Number of years as superintendent in district:	1
Number of superintendents in previous five years:	3
School Board of Trustees Chairperson:	Mrs. Daisy B. Orr
Number of years as chairperson:	2
Number of members of School Board of Trustees:	5 Members
Average salary of certified staff (teachers, counselors, media specialist, etc.) in this school (excluding principal):	
Average salary of principals in district:	
Average salary of district-level administrators:	

Background Information

Intervention Statement	Provide a description of what indicators led to the identification of your school for intervention?	Estill High School was identified as a Priority School based on the schools failure to meet state academic performance standards. The lack of continuity with staff in key academic areas and the lack of quality instruction provided by the teaching staff.																
Description of Root Causes	Summarize data relative to the root causes of your school's underperformance.	Estill High School's test data paints the picture of the underperformance of students. The lack of continuity in school leadership, the failure to have staff in key academic areas, and the lack of quality instruction provided by the teachers are the root causes of the school's underperformance as reflected in the data below.																
		ESEA Data																
		<table><tr><td>Year</td><td>ESEA Grade</td><td>Overall Score</td></tr><tr><td>2014</td><td>F</td><td>51.3</td></tr></table>			Year	ESEA Grade	Overall Score	2014	F	51.3								
		Year	ESEA Grade	Overall Score														
		2014	F	51.3														
		South Carolina Report Card Rating																
		<table><tr><td>Year</td><td>Absolute Rating</td><td>Growth Rate</td></tr><tr><td>2014</td><td>At-Risk</td><td>At-Risk</td></tr><tr><td>2013</td><td>Below Average</td><td>Average</td></tr><tr><td>2012</td><td>At-Risk</td><td>Below Average</td></tr></table>			Year	Absolute Rating	Growth Rate	2014	At-Risk	At-Risk	2013	Below Average	Average	2012	At-Risk	Below Average		
		Year	Absolute Rating	Growth Rate														
		2014	At-Risk	At-Risk														
		2013	Below Average	Average														
2012	At-Risk	Below Average																
2014 HSAP Data																		
Passed Both Subjects 56.3%; Passed One Subject 23.0%; Passed No Subjects 20.7%																		
2014 End of Course Test (EOCT)																		
<table><tr><td>Subject Area</td><td>% Scoring 70 or Higher</td></tr><tr><td>Algebra 1/Math Tech</td><td>13.3%</td></tr><tr><td>English I</td><td>17.4%</td></tr><tr><td>Biology/Applied Bio 2</td><td>39.7%</td></tr><tr><td>US History/US Const.</td><td>31.7%</td></tr><tr><td>All Subjects</td><td>26.9%</td></tr></table>		Subject Area	% Scoring 70 or Higher	Algebra 1/Math Tech	13.3%	English I	17.4%	Biology/Applied Bio 2	39.7%	US History/US Const.	31.7%	All Subjects	26.9%	<table><tr><td colspan="2">5 Year Cohort Graduation Rate</td></tr><tr><td>2014</td><td>77.9%</td></tr></table>	5 Year Cohort Graduation Rate		2014	77.9%
Subject Area	% Scoring 70 or Higher																	
Algebra 1/Math Tech	13.3%																	
English I	17.4%																	
Biology/Applied Bio 2	39.7%																	
US History/US Const.	31.7%																	
All Subjects	26.9%																	
5 Year Cohort Graduation Rate																		
2014	77.9%																	

Turnaround Principle 1: Strong Leadership

School and district leadership team creates a shared vision of student learning and school improvement, provides instructional leadership, ensures the right conditions for student learning and school improvement, and coordinates effective collaboration and communication among all school and community partners.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the revised school's vision, mission, and goals to improve student learning and outcomes collaboratively with a broad based team including staff, parents, students, and community partners.	Beginning: 08/15 Completion: 10/15	Principal and Leadership Team	When asked, 90% of the school community demonstrates deep knowledge and understanding of the school's vision/mission and their role and responsibilities in accomplishing such.	Survey	Fall: Winter: Spring:
Re-establish School Improvement Council, and a Student Council as well as establish a Principal Advisory Committee	Beginning: 08/15 Completion: 10/15	Principal Leadership Team	Printable organizational structure. A series of meeting with agendas and minutes with a 50% projected attendance rate.	Sign-in Sheets, Agenda and Minutes Surveys	Fall: Winter: Spring:
Establish a School Leadership Team (SLT)	Beginning: 08/15 Completion: 09/15	Principal Leadership Team	Agendas and minutes from weekly Leadership Team Meetings	Agendas and Minutes	Fall: Winter: Spring
The SLT and FIT implements, monitors and analyze results such as student achievement data, attendance data, and behavioral data to identify students at-risk of dropping out of school and to close the achievement gap.	Beginning: 08/15 Completion: 5/16	Principal Instructional & Leadership Teams	List of the at-risk students names and have plan of intervention for each student.	Intervention plan goals checklist	Fall: Spring:
Establish a School Focus Instructional Team (FIT)	Beginning: 08/15 Completion: 09/15	Principal Leadership Team	Departmental meetings, grade level cluster meetings at least twice each month for a minimal of 1 hour	Agendas and Minutes	Fall: Winter: Spring:
Establish Monthly staff meetings to include certified and classified staff.	Beginning: 08/15 Completion: 09/15	Principal	Increased internal communications and collaboration. 70% increase in awareness of school's routines/procedures	Agendas Minutes Surveys	Fall: Winter: Spring:
Contract leadership consultant(s) to provide training (instructional leadership, data analysis, school improvement)	Beginning: 10/11 Completion 5/16	Principal Leadership Team	Strengthen teacher and staff knowledge base	Classroom Observations, agendas, sign in sheets	Fall: Winter: Spring

Turnaround Principle 2: Effective Teachers

School and district leaders focus on key areas related to leader and teacher development to improve teacher practice, and create and sustain high levels of learning and achievement for all students. Professional learning opportunities are data-informed to ensure their alignment with student and staff learning needs. A system is in place related to securing and sustaining effective support, evaluation and incentive processes.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement a comprehensive performance evaluation system to support and measure staff performance and its impact on student learning.	Beginning: 08/15 Completion: 6/16	Principal Leadership Team,	25%, 50% and 80% increase in observed use/implementation of research based instructional practices in classrooms.	Classroom snapshot (5 minutes) feedback data; Observation 360 data; Staff evaluations on file.	Fall: Winter: Spring:
Create FIT to monitor student achievement data to adjust instruction	Beginning: 08/15 Completion: 06/16	Principal Leadership Team	5% increase from Fall to Winter MAP Scores; additional 5% increase in Winter to Spring MAP Scores in Grade 9	MAP results Departmental level Agendas and Minutes Lesson Plans	Fall: Winter: Spring
Implement PLCs as a tool for job embedded professional learning.	Beginning: 07/15 Completion 05/16	Principal, Leadership Team	PLC Yearly Plan Dedicated time for PLC Evaluation of Each Session	Observation Data related to PLC Sign-In Sheets Minutes, Agendas	Fall: Winter: Spring
Provide professional Learning on effective classroom management strategies.	Beginning: 08/15 Completion: 06/16	Principal, Leadership Team	Reduction in classroom disruptions by 5% every quarter;	Decrease in discipline referrals	Fall: Winter: Spring
Implement a PLC for teachers to include peer observations related indicators of effective and classroom management	Beginning: 07/15 Completion 04/16	Principal, Leadership Team	PLC Yearly Plan Dedicated time for PLC Evaluation of Each Session	Observation Data Sign-In Sheets Minutes, Agendas	Fall: Winter: Spring:
Provide off-site professional learning opportunities to increase teacher instructional effectiveness	Beginning: 10/15 Completion 05/16	Principal	Funding of off-site professional development	Professional Learning Form	Fall: Spring:
Contract leadership consultant(s) to provide training (instructional leadership, data analysis, school improvement)	Beginning: 10/15 Completion: 05/16	Principal Leadership Team	Funding of consultants	Purchase Orders	Fall: Spring:
School-wide incentives for faculty and staff for Improved Report Card Growth, Absolute Ratings and/or Overall Weighted Points.	Beginning: 07/15 Completion: 05/16	Principal	50% increase in the number of staff receiving incentives for report card growth ratings (Absolute and/or Overall Weighted Points.	Report card and ESEA Flexibility Waiver or associated state assessment tool	Fall: Spring:

Signing bonuses for teachers with a proven performance record on state assessment recruited by principal and for current teachers with high student achievement data.	Beginning: 07/15 Completion: 05/16	Principal	Hiring and retaining at least 5 highly qualified teachers for the next two who have a track record of success as measured by 70 % or higher on state approved assessments	Bonus Teacher Contracts	Fall: Spring:
Create highly engaged learning environment that are student centered for 21 st Century teaching and learning	Beginning: 07/15 Completion: 05/16	Principal	50% increase in the number of staff receiving incentives for report card growth ratings (Absolute and/or Overall Weighted Points)	Report card and ESEA Flexibility Waiver or associated state assessment tool	Fall: Spring:
Design and implement instructional time blocks to incorporate bell to bell teaching.	Beginning: 07/15 Completion: 08/15	Principal Leadership Team	50% of classroom observations reflect bell to bell teaching.	Classroom observations	Spring: Fall:
To increase personal and professional growth, book studies will be conducted throughout the year.	Beginning: 09/15 Completion: 05/16	Principal Leadership Team	Strengthen teacher and staff knowledge base	Classroom Observations, agendas, sign in sheets	Fall: Winter: Spring:

Turnaround Principle 3: Redesign of Time for Learning and Collaboration

School time is redesigned to better meet student and staff learning needs specifically to increase time spent on instruction, increase time for teacher collaboration focusing on data-based decision making to improve teaching and learning, increase opportunities for extended learning time, and to provide time for professional learning.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Design and restructure the master schedule to provide time for teacher collaboration around student learning.	Beginning: 07/15 Completion: 08/15	Principal or designee	Increase in teacher team meetings, collaboratively designed instruction, lessons and assessments	Published schedule; Team agendas and summary notes; Lesson plans and teacher reports	Fall: Winter: Spring:
Restructure Master schedule to accommodate academic support and interventions	Beginning: 07/15 Completion 08/15	Principal	Content mastery and graduation increase by 30%	Graduation rate EOCT Scores	Summer:
Restructure start and ending of school day for high school students	Beginning: 07/15 Completion 08/15	Principal	Create an environment to where students will be more attentive	Survey	Summer:

Turnaround Principle 4: Aligned and Rigorous Instruction (curriculum, instruction and assessment)

The school/district develops and implements standards aligned curricula, instruction, and assessment practices, along with academic interventions, that are rigorous and intentionally designed to graduate students with world class knowledge, world class skills and the life and career characteristics needed to succeed in a 21st century global marketplace.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Maintain research-based curriculum and instructional practices that support personalized learning strategies that differentiate for student learning <ul style="list-style-type: none"> Project-based learning Implement Curriculum Frameworks 	Beginning: 08/15 Completion: 06/16	District Curriculum, Principal, and Focus Instructional Team	10%, 20% and 50% increase of student performance in all subject areas	Approved progress monitoring; Formative and summative assessment measures; State assessments	Fall: Winter: Spring:
Instructional Leadership Teams develop and implement standards-aligned units of instruction for each subject area.	Beginning 7/15 Completion: 05/16	Principal Focus Instructional Team	Developed and Implemented aligned standard units .	Instructional Units	Fall: Winter: Spring:
Create opportunities for all students to enroll in and master rigorous course work for college and career readiness	Beginning: 07/15 Completion: 05/16	Principal Focus Instructional Team, Guidance	5% increase in college course enrollment and CATE enrollment	Enrollment Data	Fall: Winter: Spring:
Provide opportunities for content and credit recovery that will keep students on track for graduation	Beginning: 07/15 Completion: 05/16	Principal Focus Instructional Team, Guidance	3% increase in on time graduation rate.	Master schedule and student schedule reflect credit recovery	Fall: Spring:
Provides extended learning opportunities for all students such as summer bridge program, Morning Café, Enrichment Programs to keep students on track for graduation as outlined in their IGP's.	Beginning: 07/15 Completion: 05/16	Principal Focus Instructional Team, Guidance	3% increase in on time graduation rate.	Summer Bridge Program Academies Enrichment Programs	Fall: Winter: Spring:

Turnaround Principle 5: Data to Inform Instruction and Improvement

An assessment system is in place for collecting and analyzing relevant student performance data at the district, school and classroom levels and includes an early warning system to identify students who are struggling, then provide them with appropriate supports. Student achievement and progress toward school turnaround goals are monitored and used to inform school and district practices.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement formative assessments that are aligned to the curriculum frameworks that enables teachers to effectively gauge student progress and inform instructional practices in all content.	Beginning: 09/15 Completion: 05/16	Principal and Focus Instructional Team	5%, 10%, 20% and increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:
Research and implement common benchmark assessments that are aligned to state mandated assessments	Beginning: 07/15 Completion: 05/16	Focus Instructional Team	50% of completion of common benchmark assessments	Benchmark Assessments	Fall: Winter: Spring:
Administer Measures of Academic Progress and USA Test Prep as interim assessments.	Beginning: 09/15 Completion: 05/16	Guidance Focus Instructional Team	5%, 10%, 20% and increase in number of students reaching established targets	Formative assessment measures; State assessment	Fall: Winter: Spring:

***develop a strategy to hold teachers accountable for student data**

Data notebook

Turnaround Principle 6: Student-Centered Environment and Climate

The district and school creates an environment that encourages adult relationships with students, and welcomes, encourages, and connects family and community partners to the school. The school environment is safe, disciplined, student-centered, and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Implement the Hampton County School District 2 Student Code of Conduct consistently	Beginning: 08/15 Completion: 9/15	Principal, Teachers and other school staff	25% reduction in disciplinary infractions each quarter	Discipline referral data log	Fall: Winter: Spring:
Create, Implement and sustain a Positive Behavior Intervention and Support (PBIS) program.	Beginning: 08/15 Completion: 10/15	PBIS Team	Student Climate Survey Agendas and minutes from meetings	Discipline Data Attendance Data	Fall: Winter: Spring
Establish Principal Advisory Leadership Cabinet	Beginning: 09/15 Completion: 06/16	Principal	More student input into school decisions as revealed by student survey	Survey	Fall: Spring:
Establish a PBIS Team to monitor student, faculty and staff behavior and cultural responsiveness	Beginning: 09/15 Completion: 10/15	Principal Leadership Team	Agendas and minutes from meeting.	PBIS contracts, agendas and minutes from CAB meetings, Sign-in sheets	Fall: Winter: Spring:
Establish funding to support student clubs	Beginning: 09/15 Completion: 06/16	Principal	Attending BETA Club Conference/Workshops Attending SGA Conference	Attendance	Fall: Winter: Spring:
Offer incentives to students, faculty and staff based upon their positive response to the PBIS System.	Beginning: 09/15 Completion: 05/16	Principal Leadership Team	50% increase in Awards Program and Educational Field Trip	Awards Field Trips	Fall: Winter: Spring:

Turnaround Principle 7: Family and Community Engagement

A family and community engagement plan ensures the active participation of families and community members in the life of the school. Two-way communication with families, community organizations, and businesses is ongoing to support student learning and success.

Indicators/Best Practice (Provide a detailed description)	Timeline	Person(s) Responsible	Measurable Outcome	Measurement Tool	Status of Implementation (for Transformation Coach only)
Communicate course expectations and individual student achievement status to families via course syllabi, student handbook and school website	Beginning: 09/15 Completion: 6/16	Principal, Leadership team, Teacher	Family (parents, grandparents, guardian) articulates knowledge of child/student achievement status against grade level expectations and standards	Survey of random group of parents; Written communication to parents or family members	Fall: Winter: Spring:
Afford a variety of family and parent events to encourage family involvement and create a climate that partners families, community members with the school.	Beginning: 09/15 Completion: 6/16	Principal, Leadership team	50% increase in parent and community participation in school.	Sign in sheets Parent and student surveys State Report Card Parent Newsletters Emails Marquee Website Social Media	Fall: Winter: Spring:
Actively seek input from stakeholders such as business partners, community organizations, and civic groups. Establish relationships across and among all stakeholders.	Beginning: 09/15 Completion: 6/16	Principal, Leadership team	Improved family and community outreach as well as an increase in school participation.	Sign in sheets Parent and student surveys State Report Card Parent Newsletters Emails Marquee Website Social Media	Fall: Winter: Spring: